| **Campus Supervised Summary and Validation Report** | | | | | |
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| Directions: This report should summarize all Campus Supervised Internship Activities that have been completed. You will document your activities on this form and submit the completed form in your 12th course.   * The Internship requires a minimum of 150 campus supervised internship hours. These hours should match the candidates’ Internship Plan activities. * The intern must use the 38 leadership activities, located in their textbook (pages 22-65) as the starting point for these activities. There needs to be a minimum of 38 Campus- Supervised entries that encompasses the 38 leadership activities and nine competencies. **\*Educational Technology Leadership candidates must include the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards in addition to the 38 principal leadership activities.\*** * **All columns are required for completion of form.**   **Name: Bonnie Reichert**  **Total Hours: 318 Hours (33 ISTE Indicators & 38 leadership indicators)** | | | | | |
| State Competency Standard/ISTE Technology Facilitation Standard | Skills and Experience Area/ ISTE Performance Indicator | Date Completed | Time Spent on Activity  (hours) | Description of Activity | Reflection (150 words or less detailing what you have learned from this activity) |
| **TF-I**  **TF-V**  **TF-VII** | **TF-I.A**  **TF-V.C**  **TF-VII.C**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**5.36**](#teachnlearn) | **Dec 2012** | **20** | **New Tech Apps TEKS**  TATN-2012 & 2013  Epsilen Course | TEA adopted new TEKS for Tech Apps in September 2011 to be implemented starting in the 2012-2013 school year. I attended a workshop in 2012 to preview the new TEKS and then participated in an online course through the ESC to learn how to implement the new TEKS across the curriculum. As a participant I worked with other learners to develop, use and model lessons that incorporated the new TEKS. This opportunity gave me personal professional development to learn more about the new TEKS and also provided me with tools and techniques to share with colleagues. Throughout the course I shared information and concepts with my campus staff to inform them of the new TEKS. A local course modeled similar to the ESC course will be delivered to the local staff as local technology professional development. The staff is encouraged to incorporate and designate technology skills in their lesson plans as assigned goals and objectives. |

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| **TF-II**  **TF-III**  **TF-IV**  **TF-VII**  **TF-VIII** | **TF-II.A**  **TF-II.B**  **TF-II.F**  **TF-III.C**  **TF-IV.B**  **TF-VII.A**  **TF-VII.B**  **TF-VIII.E**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.7**](#Curriculum)  [**2.8**](#schedule) | **Aug-May 2010-2013** | **50** | Lead Teacher for new course- Principles of Information Technology (PIT) | Liberty Hill Junior High added the Career and Technology (CTE) course, Principles of Information Technology (PIT), to the elective offerings for junior high students. I am the lead teacher and have designed the local scope and sequence for the course based on assigned TEKS. I planned, prepared and implemented all lesson plans and units of study.  To better accommodate various learning styles and levels of learning I created and implemented a series of independent learning projects. The projects are designed to enrich the regular classroom curriculum with opportunities for students to use critical thinking skills and problem solving skills to demonstrate advanced skills in the classroom concepts. Students are assessed independently on the projects but can also choose to work collaboratively with other students to complete and present a product.  The course objectives and goals for PIT anticipate a program that provides advanced instruction of technology concepts and applications. Since this was a new course I assisted with the plan to acquire/reassign equipment and resources to facilitate the course. I assisted in the acquisition of a text and software to be used for course instruction.  Another aspect of the course was to develop a Scope and Sequence appropriate for the junior high student that would also accommodate higher level learning. I have created a local scope and sequence that incorporate all aspects of the [state plan](http://cte-resources.unt.edu/it/S&S/Principles%20of%20IT%20-%20Feb2011.pdf).  This course is a new initiative by the district to offer 8th grade student’s classes that can count for HS Credit. It represents a change in the philosophy of the district and the state to encourage students to participate in advanced classes at earlier stages of their education. Completing this course in 8th grade also allows students to participate in advanced course offering s in the CTE Clusters and related teirs. The course performance and assessments are monitored by the HS CTE staff. |

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| **TF-II** | **TF-II.C**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.11**](#learningtech) | **June 2012** | **18** | Using Project Share (Epsilen) | Project Share is an initiative by TEA to offer students and staff a collaborative learning environment. The platform also provides staff and students the opportunity to maintain professional portfolios to document work and progress in learning. I participated in multiple workshop opportunities to learn about the initiative. I have participated in several online learning opportunities within Project Share and have begun the development of my own professional portfolio. I will continue to be a district advocate for the use of a platform that provides adequate space to develop e-portfolios. The knowledge from this activity was helpful in my action research project on the use of e-portfolios. |
| **TF-II**  **TF-III** | **TF-II.D**  **TF-III.A**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.14**](#PD) | **Dec 2010** | **10** | Mobile Lab  Training & Implementation | During the 2011-2012 school years my campus received the first of 2 mobile labs. I had previous experience managing a mobile lab environment so I became the lead trainer and facilitator for use of the lab(s). I developed a training module for the staff and students. I conducted the initial training for the staff and I facilitate updates with all staff. I collaborated on the initial procedures manual and have continued to revise and update as needed. I have also work collaboratively with the media specialist and tech support to continually document and evaluate usage to provide data to justify increased use and availability. |
| **TF-I**  **TF-III** | **TF-I.B**  **TF-III.B**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.11**](#learningtech) | **June 2010**  **Dec 2013** | **7** | District  Sponsored  Workshop | I participated in a workshop offered by TCEA on emerging tools in the Web 2.0 format. Participants were introduced to the concepts of Web 2.0 and used multiple tools during the workshop event. The tools and complete presentation were later shared with the campus staff and I acted as a resource to be able to work collaboratively with the staff to learn and implement Web 2.0 tools.  I followed this activity by developing a shared list of Web 2.0, IPAD and Droid Apps that the staff can contribute to. |
| **TF-II**  **TF-VIII** | **TF-II.E**  **TF-VIII.D**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**1.1**](#vision)  [**2.8**](#schedule)  [**2.12**](#Studentassess)  [**2.15**](#Change)  [**3.18**](#OfficeTEch) | **March 2013** | **4** | Review Campus Needs Survey for Revisions to Local Tech Plan  Office Technology used to support campus | The LHISD technology plan is in a revision year. The district and local campuses participated in a needs assessment based on responses from the state [Star Chart](http://starchart.epsilen.com/) Assessment and local surveys. Each campus was tasked with evaluating the results and then developing a campus survey so teachers could reflect and suggest ideas to move the campus from current assessment levels to Target Tech as assessed by the Star Chart assessment. My local campus had 24 respondents to the survey and sited the following as areas in need of improvement.   |  |  | | --- | --- | | Teaching & Learning | * Providing student access to email accounts and home directory files at home and at school so that work can be completed and accessed either place. * Additional computer labs at school. * Better use of computers in the classrooms and tools with e-books available upon checkout. | | Educator Preparation and Development | * Training for use of student email * Training on use of technology currently owned by the campus * Training on using on technology currently owned (clickers, MOBI’s, etc.) exciting, Training on using collaborative tools like Blackboard; * Advanced training on Excel, Power Point,etc. | | Leadership, Administration & Instruction | * Continually offer staff development for teachers to enhance technology instruction. * Develop cadres for teachers so more individual instruction is available. * Campus Instructional Technologist needs additional time for developing and modeling instruction. | | Infrastructure for Technology | * Additional labs, COWS, tablets or laptops for each classroom. * As a classroom teacher, desktop computers would take too much space. * Allow students to bring their own laptops/tablets for use in the classroom. |   The needs expressed by the local district are equally shared by the state and nation and are directly affected by budgetary issues, staffing and infrastructure issues.  Changes will be required to implement the plan and remain compliant with state and national technology plans. We are also opening a new school that brings a multitude of changes to infrastructure, equipment and processes necessary to set up new access to the district network. Another major change and improvement will be migration to a new network operating system. This will require both physical changes to the network and operator re-training on the system.  I have also observed the various types of technology used by the office staff to communicate with the staff, administrators and parents. The uses email, online messengers and ‘old fashioned walkie-talkies to maintain connection with the staff. Student aides also use walkie-talkies to stay in communication with their supervisor. Continued efforts to assist the office staff to handle campus business effectively and efficiently is necessary as part of the campus plans of technology needs. This also includes better and more effective use of technology for scheduling staff & students. |
| **TF-III**  **TF-VI** | **TF-III.B**  **TF-VI.B**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.17**](#Services) | **2012-2013**  **March 2013** | **12** | Plan, Prepare and advocate for student with identified needs for assistive technology. (10 Hours)  Interview with district LSSP about special services provided by the district.(2 Hours) | During the 2012-2013 school year, the local campus received a student with significant requirements for modifications and accommodations based on her physical needs. Academically the student is performing with advanced capabilities but her physical needs require both adaptive and assistive technology. She had been equipped with the tools to facilitate her learning but had not been given direction or goals to meet to assure she was accomplishing personal goals in her learning.  I helped the student and her support staff with a plan that set measurable goals for her to learn to use the equipment and software to allow her more personal control over her learning and productivity. I also worked with her special service coordinators to implement improvements to her equipment. Finally, I advocated for her technology tools to become part of her IEP for all testing protocols that are appropriate.  To better understand the special services available to students I interviewed the district LSSP. She provided me with a list of available services. We discussed how students are identified for services and the process to assess the student need for special services. The identification and assignment of special services is accomplished through the ARD committee which is represents the district admin, parents, teachers, student and any other identified resources. |
| **TF-III** | **TF-III.D**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.11**](#learningtech) | **June 2012** | **10** | Plan Learning Segments in District Approved Tech Apps Learning Modules | Liberty Hill ISD has adopted [Easy Tech](http://www.learning.com/easytech/) as the approved Tech Apps instructional Tool. As the classroom teacher I have planned the sequence of lessons to learn new concepts and then followed up with enrichment activities. This tool is also accessible to students at home so they have trained on the access a affective use at home. Parents receive information about the online access to they can assist and encourage students at home. The lessons are aligned with local and state objectives for technology applications in the grade area I teach so I am able to easily manage learning goals and expectations. |
| **TF-III** | **TF-III.E**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.11**](#learningtech) | **June 2010** | **6** | Career and Technology Education University | I attended the Career and Technology Education (CTE) University to become better acquainted with the TEKS for the PIT course which is a new elective course at Liberty Hill Junior High beginning in 2010. The workshop included sessions to discuss the new design of the structure CTE clusters. I learned about the instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in the various occupational areas. The PIT course is intended as a foundational course for subsequent courses at the HS level. |
| **TF-IV** | **TF-IV.A**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**1.3**](#Datacollection)  [**2.7**](#Curriculum) | **April 2013** | **1** | Interview Campus Technology Instructionalist about the different types of data tools used to gather data on student assessments. | Liberty Hill Junior High uses a variety of technology resources to gather data on students. These include:   * Renaissance Place - Accelerated Reading, Star Math and Reading Assessments * Eduphoria Aware - Benchmarks and Common Assessments. State Test scores are also uploaded for disaggregation review. The program allows multiple means of administering assessments to include paper, clickers and digital scans. * Pearson Ole – Science tutorials and practice assessment * IXL-Math Practice * Study Island - Science and Social Studies * Imagination Station * My Reading Coach * Lexia – Dyslexia reading and assessment * Telpas - Assessing ESL students * Success Ed for Special Ed Data Management (This will soon be changing to ESatr) * Fitness Gram * Easy Tech – Technology Skills * Type to Learn 4 - Keyboarding |
| **TF-V** | **TF-V.B**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.10**](#learningtheory)  [**2.11**](#learningtech) | **Feb 2011** | **6** | TCEA Annual Conference  2011 | The Annual Technology Educators Conference provides technology teachers, administrators, and school tech support and opportunity to participate in workshops and learning sessions focused on teaching and learning in technology rich classrooms. Personally the conference provided me with instructional ideas and techniques to share with my campus staff. The daylong conference is an opportunity to network with other technology educators to get ideas for new applications of technology to share successes on local campuses. |
| **TF-IV.C** | **TF-IV**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.12**](#Studentassess) | **March 2013** | **20** | Action Research | My proposal for Action Research was to investigate the use of student created electronic portfolios for assessment and reflection. Assessing authentic work created by students provides a more in-depth picture of student learning. It also allows the student to self-reflect and make adjustments to learning. My research is inconclusive; however, I did make the possibility a topic for future discussion and research. I will complete a final assessment of a small group of students using the portfolio assessment method. This will give me the opportunity to put my research into action so I can develop follow-up action research. In addition, out district is moving forward with the addition of Google Apps as an approved platform so the students will have improved opportunities to create their own sites for portfolios and collaborative work with other students and teachers. The action research I conducted becomes validated by the opportunity to share my knowledge and provide input into the integration of the Google Apps into the classroom including using for portfolio development. |
| **TF-V** | **TF-V.A**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.9**](#SuperviseInstructional)  [**2.10**](#learningtheory)  [**2.14**](#PD) | **Sept 2010-2013**  **ILD**  **July 2012** | **70** | District-Wide Professional Development for District Policies (10 Hours)  State required Instructional Leadership Development(ILD)  (60 Hours) | Liberty Hill ISD conducts the majority of staff trainings on policies and safety through online PD. We are currently using the Euphoria platform. This type of training allows s the staff to train at their pace and their time so the opportunity is differentiate to meet staff needs. In addition, this type of training provides immediate documentation of participation.  The staff also completes yearly updates for the state testing protocols. The staff completes the required modules and then participates on follow-up training prior to the testing dates. Documentation of completion is required by TEA and the modules test knowledge and produce certification of completion for the testing coordinator.  I completed the 36 hour ILD course in July 2012. I took the course in an online format through Region 2. I thought the online format for the course allowed me the opportunity to independently learn and prepare. There were alos opportunities to engage with other students to discuss important leadership topics. |
| **TF-V** | **TF-V.C**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**3.20**](#Maintenance) | **March 2013** | **10** | Campus Safety Maps | Liberty Hill Junior High School is being re-designed through a district building improvement initiative. The school maps became out of date and required multiple revisions during the school year. I was given the task to revise the maps and create electronic versions that could be adapted to any situation. In order to accomplish this I also had to evaluate traffic patterns to assure safe movement in the event of an emergency.  In addition, I have advocated the addition of the Visio tool to the PIT program to expose students to an advanced graphics production tool for students to learn about business and engineering diagrams. |
| **TF-V** | **TF-V.D SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**1.4**](#EffectiveCommunication)  [**4.25**](#PublicRelations) | **Sept 2011** | **20** | District Web Design Tools  (15 Hours)  Maintain Classroom Webpage (5 Hours) | The district hosted a district Technology in Education (TIE) day as part of the opening of school PD. I collaborated with my campus Media Specialist to plan, present and facilitate multiple sessions for new and basic users of the district web site platform. Teachers are being strongly encouraged to have working classroom web pages to support learning and provide parents with important information. The PD format offered users a short overview of the platform and basic set-up. Then we provided support for teachers to begin to add features to their pages. Follow-up sessions were planned and users are informed by the webpage provider of updates to the system. Local support for the webpage is provided on each campus by the technology instructionalist and avid users.  I also maintain my own webpage that provide parents with information about technology. The site also provides students with handouts and lesson documents as applicable. The site is updated weekly with the lesson focus for each day for all three courses I teach. [Local Web Page](http://lhjhlibertyhill.sharpschool.com/teacher_pages/tech_apps__p_i_t__speech/reichert__bonnie) |
| **TF-VI** | **TF-VI.A**  **TF-VI.D**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.16**](#Discipline)  [**3.19**](#Operations)  [**5.31**](#Ethics) | **Oct 2010-2013** | **10** | Cyber Ethics & Safety for Students.  Suspicious Search Reports | I have designed the curriculum, lesson, and assessment tools for the Cyber Safety unit presented to students each year. The units have been designed to be compliant with both the state and local requirements to educate students on cyber safety. I have acted in the role of trainer or trainers to educate related staff on the delivery of the unit. I have also worked collaboratively with core classroom teachers to encourage continual reminders of the ethical use of technology through safe searching, protection of intellectual property and use of creative commons licenses for individual work.  In addition, I have posted important information for parents on my class webpage and the student assessment includes notification and highlights of the cyber safety information. |
| **TF-VI** | **TF-VI.C**  **TF-VI.E**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**1.1**](#vision)  [**4.25**](#PublicRelations)  [**4.26**](#Parent) | **May 2011** | **30** | Plan for Equitable Access  to Technology 2010-2013  (10 Hours)  Plan, introduce, support Strategic Tutoring Model  (20 Hours) | As a technology educator in a diverse public school environment, I recognize that not all students have the same access to technology resources. I proposed a plan to the building administrator to offer access to a computer for extended times after the regular school day. The plan was accepted and I communicated the opportunity to the building staff and students. The staff was encouraged to refer students for help and access to complete projects, work on remediation software and improve technology skills. The staff was encouraged to use this time to collaborate with other staff and use the technology teacher as a resource to plan integrated technology opportunities.  The initiative has had minimal successful due to the lack of district afterschool transportation. The students that have stayed have appreciated the opportunity and the staff has noted some improvement to project completion.  Another area of concern includes equitable access to technology for parents. I propose that the district or campus, as appropriate, provide on-site access to computers for parents. The plan will meet the needs of parents with children identified in the disadvantaged population. Support in the onsite labs could be provided on a rotating basis by staff members to foster school and parent involvement.  I participated in a PD focused on improving student learning through a model known as Strategic Tutoring. I participated in the PD as a learner and as a trainer of trainers. The training team will incorporate the use of technology tools to use as enrichment to individualized and focused tutoring sessions. |
| **TF-VIII** | **TF-VIII.A**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**5.37**](#Professionalgroups)  [**5.38**](#Referecnes) | **March 2013** | **4** | Develop a Professional Bibliography | As a technology leader I am keenly aware of the rapid changes that occur in technology on a daily basis. I think is important to stay informed and have access to a professional library of materials to support learning and proposals that would improve campus technology needs. I also want to keep current on leadership methodologies so a professional library is important for readily available information and resources. I have attached my on-going bibliography as an [appendix](#Appendix). |
| **TF-VIII** | **TF-VIII.B**  **SBEC**  **Domain & Competency/**  **Leadership Skills #**  [**2.11**](#learningtech) | **March 2013** | **5** | Develop a resource list of Web 2.0 tools and IPAD/Droid APPs to support staff and students. | The Junior High campus is in the early learning stages of allowing access and use of mobile devices like phones and IPADS. After attending several workshops on the use of the devices for educational purposes I learned of the importance of establishing a local support and sharing opportunity for current users.  My initial attempt was to create a shared space for users to post apps and tools that they are using and like. My goal is to continue to expand this opportunity to a locally shared site where apps can be posted and examples of how they are being used can be shared. |

| **Principal Competencies and Skills for Principals Campus-Supervised Activities** | | | |
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| Activity | SBEC  Competency  Leadership Skill # | Activity Summary | Reflection |
| Vision/Mission | 1.1 | Analyze the school’s vision and mission statement as it relates to the school’s master schedule. | The Liberty Hill Junior High School mission is, “We of the Liberty Hill Junior High School hold high expectations for all students. We are committed to excellence in teaching and the belief that all students can learn. By personal example and in partnership with family and community, we encourage lifelong learning experience, appreciation for diversity, and respect for all.” This mission clearly states that our vision for our students is to achieve personal excellence. Our master schedule is built to accommodate student learning and excellence with a variety of offerings to include advanced courses, for HS credit courses, fine arts, competitive athletics and supplemental courses meant to enrich learning.  The mission statement also speaks to our partnership with parents. The course offerings for our students, although not dictated by parents, are ones that parents want their students to have to be prepared for the 21st century. We strive to communicate the schedule on our class web pages so parents know where and what their students are doing.  Finally, the staff models life-long learning by participating in professional development opportunities that will help them be better teachers. Based on the teacher’s assigned role in the schedule, they seek out opportunities to improve their skills to affect student learning. |
| Strategic Planning | 1.2 | Assisted in the Make-up Work Plan. Support to the staff member tasked with the program. Proposed and implementation of late day computer lab access. | For the past two years our campus has been exploring and developing a planned approach to helping students with missing work. The initial program utilized a substitute and with great success we have been able to create a scheduled time in the day to bring those students together to facilitate completion of work which is vital to their learning. A team including the principal, teachers and support staff. We worked on the plan and procedures for identifying students, assigning work times and following up with teachers. The plan has been revised several times over the year to make modifications. To date the program during the school day and afterschool has resulted in fewer missing assignments for students and improved performance for students.  Another opportunity to facilitate student learning has been the operation of a computer lab till 4:30 once a week. Initially I tried it for 2 days but the students migrated to one day due to after school scheduling. The open and facilitated lab has also provided students the opportunity to try new programs and equipment. They also received support for project work that required technology skills that might not have. The expanded lab access has been a minimal success but worth continuing. |
| Data Collection and Analysis | 1.3 | Review the ways assessment data is used by the campus to determine interventions and student scheduling | Data on student performance is important to gather to help make student placement in the classroom appropriate and to address intervention to meet student needs for growth and proficiency. Most of the data gathered today is generated through the use of various technology tools and software. I met with the campus instructional technologist to gain an understanding and overview of the tools used on our campus. The following is a list of current tools being used:   * Renaissance Place for Accelerated Reading and Star Math and Reading Assessments * Eduphoria Aware for Benchmarks and common assessments. State Test scores are also uploaded for disaggregation review. The program allows multiple means of administering assessments to include paper, clickers and digital scans. * Pearson Ole * IXL-Math * Study Island for Science and Social Studies * Imagination Station * My Reading Coach * Lexia * Telpas for assessing ESL students * Success Ed for Special Ed Data Management (This will soon be changing to ESatr) * Fitness Gram   Teachers have access to the data and in most cases the ability to set up tasks based on TEKS standards and objectives. |
| Effective Communication | 1.4 | Review and critique the processes used by district/school to monitor the ongoing communication between the district/school and faculty and parents. | The mission statement for the school promotes the partnership with parents and the community. This could not happen without effective communication. The following are ways we communicate with parents and the community:   * Classroom/School WebPages * School Messenger – automated phone messages * Staff email * Regular Newspaper submissions * Skyward Parent Access – view grades and student accounts * Mid-term progress reports * 6 week report cards – mailed home * Paper notices – as needed and indicated * Personal Phone calls as warranted   The campus leadership provides constant and consistent reminders of the need to communicate with parents especially. It is expected and encouraged to notify parents about student issues are indicating a struggle with a concept and to communicate parents about successes. |
| Negotiating/Consensus Building  &  Collaborative Decision Making | 1.5  1.6 | Team Meetings | The junior high campus uses the team concept to collaborate and get consensus. The teams include: 7th grade, 8th grade and support staff, custodial, and office support staff. The campus leaders meet and discuss upcoming events, programs and initiatives. The campus principals assure that all information is disseminated to all teams. The teams which include, core teachers and elective teachers, meet to discuss and provide feedback in campus decisions. Decisions that might affect the schedule is an example of how team feedback can help the campus leaders decide on the best way to approach an issue. An example of this was the scheduling around campus benchmark tests. Through discussion and feedback the campus leaders decided to change the rotation schedule so teachers did not miss seeing the same students 2 days in a row.  I have been able to observe the importance of gaining consensus from the staff on decisions that will directly affect the staff. Although it is not possible to please everyone the campus leadership makes informed decisions based on the collaborative efforts to gather information and make decisions. |
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| Analyzing the Curriculum | 2.7 | Participate and evaluate textbook selection. | The Junior High offered a new course beginning in 2011. The Principles of Information Technology is the first tier in the CTE courses that students can take for HS credit. I collaborated with the HS campus to review and select a textbook that was aligned to the Texas TEKS for the course. The process required a review of several texts to evaluate literacy levels, support materials, connections to content and reliability. The selection team arrived at a consensus. The next State of Texas adoption cycle for CTE courses is 2013 with implementation in 2014-2015. A new text will be determined by need and budget requirements. |
| School/Program Scheduling | 2.8 | Observing and participating in course selection | Students in the Junior High now take some responsibility for registering for classes. Early in January the administration works with the counselor to plan courses that will be offered. Some of this is based on staffing and some on needs. In March the students make their selection for electives and special courses electronically though Skyward, the student management system. Students are required to return a parent signed copy. This provides the campus with documentation of student choices and parent approval.  The next step is for the counselor to check and verify that all students have chosen classes appropriate for their level. Example: Student has not chosen Advanced ELA that should be in resource ELA. Then the process becomes a little complicated. The counselor uses a paper grid to assign staff &class counts. She has to determine how many sections of different classes can and/or need to be offered to accommodate for the anticipated student body. Then the process to assign students and make adjustments begins. This whole process takes several months to accomplish in addition to the other responsibilities for the position. By the time the start date comes a schedules has been built but requires changes. |
| Supervision of Instructional Strategies | 2.9 | Using Different Observation Tools  Review of State Evaluations | Observations and regular walk-throughs are important tasks for the building leaders. To prepare and practice this required procedure I wanted to investigate different types of reporting tools with a final goal of developing an e-tool (APP) that could be used by campus admin to facilitate their visits. I used several forms I located independently and incorporated required elements of the current PDAS reporting tools. The process to develop the tool will be incorporated as part of my long-term goals as a campus leader.  To gain additional understanding of the state evaluation tools and requirements.  I also attended a learning session on state evaluations at the Regional Leadership Conference. I received of the current review of the Professional Development Assessment System (PDAS) in addition to pending changes that will make changes to the current methods of staff assessment. |
| Learning/Motivation Theory | 2.10 |  | Learning and learning to motivate are important tasks for a school leader. In the past 2 years I have had the opportunity to participate a variety of opportunities that promote student learning and student success.  In my teaching focus area, technology, I am an advocate for the use of technology. I research and learn about new programs, equipment and techniques for my students to use to facilitate their learning and to demonstrate their learning.  Another opportunity I have been participating in is facilitating is the use of Strategic Tutoring (ST) to help struggling students. Strategic Tutoring describes a new vision of the tutoring process in which the tutor not only helps the student complete and understand the immediate assignment but also teaches the student the strategies required to complete similar tasks independently in the future. I am working collaboratively with staff from other campuses to develop a presentation and to facilitate the use of the initiative starting in the 2013-2014 school year. |
| Learning Technology | 2.11 | TATN | The Texas Computer Educators Association offers a focused workshop each year for Technology Applications teachers. The Tech Apps Teacher network is an opportunity to choose PD sessions that focus on new technologies, new equipment and new theories and concepts in the instruction and use of technology. I have attended the network learning day for 2 years where I have participated in workshops to include:  Exploring the new Tech Apps TEKS  Project Share (TEA sponsored collaborative site)  IPAD apps and applications for the classroom  Media Programs  Web 2.0 applications  I have also participated in learning about new productivity tools to help with campus data management to include E-Star for the SPED staff. |
| Evaluation of Student Achievement/  Testing and Measurements | 2.12 | Action Research  Assistive Technology Evidence | I conducted preliminary research on the use of e-portfolios/digital portfolios as a means of alternative assessment. My research was conducted to determine interest and feasibility of using this type of tool as an assessment tool. I determined that at this time there are several factors that prevent this being adopted as an approved assessment tool. Some of the factors include:  Teacher and student education  Technology Infrastructure to support expanded storage needs  Standardized Assessment rubrics  Change to assessment practices  I have also been working closely with a student with documented needs for assistive technology. At the beginning of the school year she had not received necessary training and practice time to learn how to the assigned assistive technology to assist her with her classroom work, specifically assignments requiring writing skills. Through collaboration with her support team I have helped document her progress and ability to use the assigned tools for assessments at the local and state level. |
| Supervision of Co-curricular Education | 2.13 | UIL | Classroom curriculum is only a part of the student educational experience. Student should be encouraged to actively participate in co-curricular activities.  The purpose is to allow students to expand their interests and fulfill their nonacademic potential. Parents/guardians are asked to encourage their students to take full advantage of the co-curricular program.  It has been my privilege to focus my attention on two co-curricular activities. The first has been as a coach for UIL (University Interscholastic League). I have coached Editorial Writing, Dictionary Skills and most recently Modern Oratory. As a coach I am tasked with preparing my teams for competition by practicing and understanding the nature of the competition. I feel I am also responsible to teaching my team the nature of good sportsmanship and team accountability. Even though the competitions result in individual recognitions I feel it is important for the students to understand they are representing the school and other students. They are learning a life-long skill about how to work and collaborate with others.  I am also an advisor with the National Junior Honor Society. This organization is primarily a service group that is comprised of honor students that are committed to their academics but also to the community. They are learning about the importance of the impact of the community on schools and the impact they have as they represent their peers in various service projects. All of the members learn about working with groups and the importance a commitment to the ideals of NJHS. NJHS supports learning goals and support of the community so this is another opportunity to support the mission of the school. |
| Staff Development/  Adult Learning | 2.14 | Review Online Learning in the District.  Various on-site Professional Development Workshops | The Liberty Hill School District uses Eduphoria Workshop to provide online instruction for topics required to be covered at the beginning of each school year such as reviewing PDAS, review of confidentiality policy, review of district AUP, and district safety reviews. Staff members are expected to log in and complete the modules and provide required documentation. All staff that will be involved with state testing is required to complete state authorized tutorials on testing and test management. The district is required to maintain documentation of training for all individuals involved in testing.  Finally, staff members can choose to complete additional professional development in online courses of their choice. TCEA is now offering a variety of courses to Texas teachers on the Project Share/Epsilen platform. The State of Texas Dept of Ed also offers online trainings for legal initiatives proposed in the legislature. In addition, staff members are completing advanced course work at universities with approved programs online.  There are several considerations when offering adult learning online. Many educators cite the convenience with regards to time while others are concerned about obligating to coursework outside of the work due to family concerns. In addition, like our students adults have a variety of learning styles and some people need the face to face learning while others thrive in online environments.  I have completed a large portion of my degree work online in my undergraduate and 100% in my graduate degree. I appreciate the opportunity to work my own schedule and determine my learning needs. I am a proponent of online learning and hope to develop more opportunities for my local staff based on their needs. |
| Change Process | 2.15 | Interviews of District Tech Director and Core Area Department Chair | Change is never easy in a school environment. There is always the desire to do business as usual. I interviewed two school employees tasked with the change in the schools.  I interviewed the district technology director about pending changes to the school technology plans. We are in a plan revision year so the district is investigating and exploring what types of changes are needed to keep the district compliant with state and national technology plans. We are also opening a new school that brings a multitude of changes to infrastructure, equipment and processes necessary to set up new access to the district network. Another major change and improvement will be migration to a new network operating system. This will require both physical changes to the network and operator re-training on the system.  I also interviewed a campus department head about changes to the district assessment philosophy and the use of common assessments for core subjects. The staff member expressed that although the philosophy is sound the process for developing the common assessments has been difficult. The staff had little preparation or training begin the process. It was acknowledged that not all common assessments have the same ability and/or resources to be created by the staff so some areas have struggled to development assessments they feel will represent authentic assessment of student essential knowledge and skills. |
| Student Discipline | 2.16 | Participate in a conference dealing with student discipline. | To prepare for discipline actions with students I have been observing and participating in daily conferences with students that have received written referrals. I have learned that is important to consider all factors that have contributed to the referral. It is important to allow the student to offer some defense and to respect their feelings. If other students have been involved it is important to gather all data before making a decision. Finally, I observed that it is important to review with the student the action and the consequence to assure that they understand the inappropriate behavior and to assure they understand that the consequence is appropriate for the behavior.  The next part of handling student discipline is the appropriate notifications and recording of consequences. In some cases the signed referral form is all that is required but in some cases a parent phone call and/or face to face meeting is important.  The school leaders responsible for discipline must know the laws regarding the handling of discipline especially when students with IEP’s are implicated. The consequence has to be appropriate so as not to diminish their documented time for support. |
| Student Services | 2.17 | Interview with campus LSSP. | The campus Licensed Specialist in School Psychology (LSSP) is responsible ARD committee meetings where special services for students are determined. Special services in our district include: Speech, OT, PT Hearing Impaired services, Life Skills, Behavior Plan, Orientation and Mobility, Music therapy, Gifted & Talented, ESL support, counseling and assessment. This is not an inclusive list but represents many of the current services offered to students in LHISD. The ARD committee decides on the services based on ability to provide. Any services not available in the district must be contracted out. After the initial ARD meeting the committee meets annually to determine continuation of services and every 3 years students are re-evaluated to determine services. The school leader and the LSSP must continually update their knowledge and requirements to support special services.Students receiving special services are usually assigned a Medicaid ID which allows the school district to apply for reimbursement for services provided.The local LSSP indicated that parent/guardian involvement in the ARD committee is very good which indicates that educational support for students is important. |
| General Office Administration/ Technology | 3.18 | Observe Office Staff/Assessment of Technology Standards for School Administrators | To gain an understanding of the office procedures and processes I have observed the staff on several occasions In a normal 50 minute time frame the office receptionist receives phone calls, emails, on-site visitors/parents and students with various issues. She utilizes technology to communicate with the staff and administrators concerning issues that need their attention. She is able to quickly locate students through a lookup feature in the student management system. I participated in the interviews for the current receptionist that using technology was a topic of interest in the interview. It was made clear that managing a multi-line phone system was imperative and that being able to quickly learn that student management system of extremely important.  I also observed the administrative secretary/registrar. This position requires and extensive knowledge of the student management system in-order to process attendance, budgets, report cards and other data required by the state for school reporting.  A review of the Technology Standards for School Administrators (TSSA) was conducted to assess the current campus administrator's ability and use of technology. The campus leaders demonstrate an exemplary approach to leading the use of technology on the campus. They model effective use and advocate for continual improvements to technology used to manage student data and communication using various technology mediums. They support the use of technology in the classroom and encourage staff to become highly proficient in the use of various types of software and equipment. The leaders require the use of technology to enhance productivity and demonstrate professional use of technology when dealing with staff, students, parents and the community. The campus leaders support the use various technology tools for assessment of students and use disaggregated data supplied by technology resources to make and support changes to student learning environments.  At this time the only area I feel is not well communicated and shared for collaboration is the campus and district technology plan. I believe that if the staff had the opportunity for more input and interaction on the technology used and needed we could better address integration and distribution of equipment to achieve higher impact on student learning. |
| School Operations/  Polices | 3.19 | Review and Reflect on  Technology Safety Policies –  Investigate violations to AUP. | An important area of my role as a teacher is focused on student and staff use of technology. I have accepted the responsibility for communicating the school policy on acceptable use of the network which is explained in the school handbook and is also communicated through classroom lessons on cyber-safety.  I have also been given the responsibility to investigate the Suspicious Search reports generated by student searches on the school network. This has been a very authentic application of student discipline in my role as the technology educator. Since I initially communicate the rules and policy on safe and appropriate network use it is validating to investigate the suspicious searches and observe what students are doing. This allows me to devise better ways to communicate the impact of violating the AUP. |
| Faculty & Maintenance Administration/ Safety and Security | 3.20 | Review of Maintenance Requests & Creation of School Map | Campus maintenance, Safety and Security are a huge concern for campus leaders.  This year I have participated in the creation a school map using a CAD program. The generically formatted map has allowed the campus principal to request special maps as needed in different circumstances. Creating the maps has also allowed me the opportunity to carefully plan the logistics of moving almost 500 people around campus so that traffic patterns remain uncongested. I was able to not only utilize my technology skills for this activity but through the development of the maps I was able to better recognize safety concerns and situations.  Review/meet with maintenance. |
| Student Transportation | 3.21 | Ride a Bus - Observe | To gain a better understanding of the role and function of student transportation I did a ride-along with a veteran bus driver. I observed how the driver set the tone and expectations for the students. They were greeted as they got on the bus and she maintained constant attention to the students as well as maintained safe driving procedures.  Throughout the ride I observed the caution and care that a 39 year bus driving veteran uses. We discussed the training and license requirements for being a bus driver. Each year local drivers receive updates to traffic laws and review procedures for various situations that might occur when on the bus route. We discussed emergency situations that this driver and encountered and the driver expressed that in every case her first concern was rider safety.  I learned that a campus admin must be on campus until they receive an all clear from the bus dispatcher. This maintains a safety factor in the event a bus is unable to complete the run and the students have to be returned to the district designated crisis site, which happens to be the Junior High.  The driver I spent time with expressed that one of the factors that makes student transpiration run smoothly is the diligent management by the transportation director. The director routinely checks routes for safe passage, length and student capacity. The route that I traveled was added this year due to overcrowding on the route. |
| Food Services | 3.22 | Observe Food Service | I had the opportunity to spend time in the campus kitchen as the staff prepared for the daily offering of over 350 meals. I met with the district food service manager who explained about the independent contract with a local school fool service provider. She explained the process to plan meals and acquire the required food supplies to prepare meals. She also explained the federal nutrition requirements for school food service. The manager and the food service staff receive yearly training on safe food handling. My campus kitchen is well run and the staff works hard to prepare and offer meals to students that they enjoy. |
| Personnel Procedures | 3.23 | Participate in an interview for a professional position. | This year I have had the opportunity to participate in the hiring process for staff support, student support and classroom teacher positions. This was also a focus topic in the Lamar Graduate course on Human Resource Management. I learned in the course the importance of careful consideration of applicants for a job to assure that they are prepared academically to accept the responsibilities of a campus job and equally important is the selection of candidates that will fit in with the current campus culture.  I learned about the process of interviewing and the importance of maintaining continuity between candidates for the same job. I have developed |
| Supervision of the Budget | 3.24 | Proposal for classroom budget items to support technology in the classroom | I have worked with the administration and the technology staff to plan and propose additional software and hardware needed to offer students a technology rich classroom environment. I have participated in discussions about classroom textbook selections and media software.  Through discussions with the local administration I have learned that the campus budget is one of the most labor intensive jobs that principal has. The principal depends on a commitment administrative team to make proposals that are realistic and account for classroom needs that can be justified and explained as they apply to the impact of the budget. |
| Community/  Public Relations | 4.25 | News Articles  NJHS | During my internship I have worked collaboratively with the administration to foster positive communication with the public. Each education team is tasked to report student successes and progress through the local paper. I have personally written several articles for submission about the use of technology in the junior high school.  In addition, as an advisor with the National Junior Honor Society I take students into the public to do service to the community. This fosters positive views of students and the contributions the young people of the town can make. |
| Parent Involvement | 4.26 | Review LH Volunteer Compact and Volunteer Opportunities | Liberty Hill ISD requests that all parents join the district in supporting the educational environment. Parents sign the school compact for their respective school(s) at the beginning of each year. The compact school-parent compact expresses the roles and responsibilities of all stake holders. The parents make a pledge to support the school and their students to create learning environments that are student and learner centered. [Liberty Hill Junior High Compact](http://www.libertyhill.txed.net/UserFiles/Servers/Server_4396290/File/Compact%20LHJH%2012-13.pdf).  In addition, each school communicates specific needs and opportunities for parents to support the school environment. Volunteering and mentoring is supported by the school district but also regarded as a safety issue. Volunteers must pass a criminal history background check in order to ensure the safety of our students. LHISD is authorized by state law to obtain criminal history record information on individuals who intend to serve as volunteers for the district (Texas Education Code 22.083). [Local Volunteer and Mentor information](http://www.libertyhill.txed.net/parents___community/volunteering___mentoring/) |
| Climate for Cultural Diversity | 4.27 | Review of Cultural Diversity Attitudes on my local campus | Liberty Hill ISD maintains a strong commitment to cultural diversity. The organization of the school, school policies and procedures and community involvement are the cornerstones of impacting cultural diversity. The National Center for Culturally Responsive Educational Systems cites the following ways that school staff can become more aware of cultural responsiveness:   * Engage in reflective thinking and writing * Explore personal and family histories * Acknowledge membership in different groups. * Learn about the history and experiences of diverse groups * Visit students’ families and communities * Visit or read about successful teachers in diverse settings * Develop an appreciation of diversity * Participate in reforming the institution   These are actions that we could take as a campus to become more aware of the different cultures on our campus.  Cultural diversity begins with the campus leadership and how they approach the different populations on their campus. They are the model for appropriate attitudes regarding other cultures and originator of effective responses to cultural diversity.  Local response to cultural diversity includes: |
| Community/ Business Involvement and Partnerships | 4.28 | Gather information on resources available to the school. | Liberty Hill is a small community with very little business to support the school. At this time the Junior High does not utilize community resource extensively with the exception of a collaborative effort with the local newspapers that feature student achievements. A local food service offers a small discount on staff treats.  The HS and intermediate school solicit more support from local businesses to support various fund raisers.  Community support is vital to schools. In most cases they just need to be asked. During the Community Relations course I proposed the development of a campus speaker’s bureau that would develop a list of community experts that could enrich classroom topics. This is only in the design stage at this time but is a possibility for the Junior High Campus. |
| Position Goals and Requirements | 5.29 | Evaluate the administrative assessment tool. | Campus leaders in Liberty Hill are evaluated based on nine domains.   * Instructional management * School/organization Morale * School/Organization Improvement * Personnel Management * Management of Administrative, fiscal, and Facilities Functions * Student Management * School or Community Relations * Professional Growth and Development * Student Performance   They are ranked - clearly outstanding, exceeding expectations, Satisfactory, Below Expectations and unsatisfactory. The 8 areas of assessment are related directly to the State requirements and use the Commissioner's TAKS worksheet that rates 8 domains with strengths and areas to address. One addition to the principal assessment is Student Performance which takes into consideration campus accountability. The attached form is similar to the one used in Liberty Hill. http://apps.esc13.net/edapp/public/uploads/930c322f311dbe2d3a725101f509ee0a\_LISD  Principal Evaluation Form.pdf  All of the assessment areas are directly related to the three domains used for principal preparation and focused on a clear |
| Philosophy/  History of Education | 5.30 | Interviews with retired teachers. | I interviewed group local retired teachers/administrators. They provided me with some perspective on where LHISD has come from. All of the individuals retired from LHISD in the 1970’s so they acknowledged that much has changed.  In the early years of Liberty Hill, the town was home to what is referred to as a “Normal School”, A **normal school** is a school created to train high school graduates to be teachers. Its purpose is to establish teaching standards or *norms*. This certainly set a foundation for education in Liberty Hill.  I learned that the first local kindergarten was established in 1974. It was not certified until 1975. In order to gain accreditation any student that applied to the program was identified as special needs. This allowed the program to be sanctioned and state certified a year later.  The high school lost accreditation in 1970 due to funding issues and discrepancies. Most students in LH were bused to Georgetown.  All the retirees expressed opinions about state testing and have seen several different phases to testing. Their opinions are not unlike those today, that there is too much testing and not enough real teaching.  I explained my action research and they were all very interested and supportive of the concept of using authentic student created work to make authentic assessments. Another interesting note is that even though most of the retirees taught during a time of limited technology access, they support the advancement of these skills in our students and were extremely excited about the change to e-textbooks noting that this was and still is a very wasteful expenditure.  All of the retirees are very excited about the future of education in LH and have very supportive in the new buildings and opportunities for LH students. |
| Ethics | 5.31 | School Ethics Yearly Review  STARR Oaths | As a staff member I participate in yearly reviews of school ethics. The staff completes an online professional development review of school ethics regarding interaction with students, confidentiality and ethical use of technology.  In addition, any staff member that is tasked as a testing administrator completes required training on the ethical practices required to administer state assessments. WE sign oaths for all administrations of the test. |
| Interpersonal Relationships | 5.32 | Sunshine, Drops, Baby Showers, Team Meals, Off-Site Social Gatherings | Interpersonal relationships on a campus are important to the life of the campus. At my local campus we celebrate successes and support staff members in need. We meet monthly to share collaborative meals and meet regularly off-site for various social occasions. We also support a philosophy of recognizing staff members individually with notes of appreciation. The campus leadership demonstrates and models effective interpersonal involvement with the staff by recognizing special occasions such as birthdays, weddings, arrivals of babies and the passing of loved ones. It is a privilege to work on a campus that is truly more like family. |
| School board Policy and Procedures/ State and Federal Law | 6.33 | Interview with local school board member | I was able to interview a 3 year veteran of the local Liberty Hill School Board. The member who frequently referred to himself as a trustee explained his decision and responsibilities for being a school board trustee. His decision was on a desire to give to the community and show support for the schools his own children attend. As a member of a Texas school board he explained the training he is required to participate in yearly. As a local lawyer he also seeks out opportunities to receive continuing education on legal issues that also apply to school administration. He expressed that one of the keys to the successful running of a school district lies with the superintendent. The member I interviewed was involved with the current hiring of the superintendent. He said it was apparent from the beginning that the individual selected would be a good fit in the small community of Liberty Hill. The board depends on the superintendent to keep the board apprised of all policies, procedures and laws that will affect decisions that are made by the board. He expressed that the current board works collaboratively to make decisions that affect the running to schools. |
| Federal Programs Administration | 6.34 | Interview with Campus LSSP, ESL Coordinator and Campus Counselor | The campus has three staff members directly responsible for special services. In activity 2.17 an interview with the campus LSSP revealed the tasks and responsibilities for identifying special services as required by Federal IDEA laws.  The campus remains compliant with services required by ESL students and the Gift and Talented populations. We have an on-site ESL teacher that coordinates identification, testing, instruction and campus compliance tasks. The staff receives yearly updates to LPAC requirements and every staff member is expected to participate in a 30 hour ESL training and testing for state certification.  The campus guidance department is responsible for identification and testing of students referred for the Gifted and Talented program on the Junior High Campus. Student who qualify participate in a GT class every other day with a GT qualified teacher. The GT program is compliant with state requirements for a GT program. |
| Issue and conflict Resolution | 6.35 | Sample mediation completed for Human Resource Management | See attached sample of simulated mediation completed in Human Resources.  [Mediation](#Mediation) |
| Current Issues Affecting Teaching and Learning | 6.36 | Staff and Student perspectives on teaching and learning issues. | Staff Issues:   * One of the biggest concerns provided by staff is an overall lack of motivation by students and their parents. The lack of motivations equates to laziness by the students and apathy from parents. * Another source of concern from a limited number of staff was the apparent apathy of a limited number of staff members who have become disillusioned by teaching and view is only as an income and benefits. * Addressing staff wellness issues.   Direct learning Issues:   * Students who are unable to perform on their grade level in the core learning areas. * Behavior issues that affect both teaching and learning take a great deal of time and effort from the teacher and administrators with often little support from parents/guardians. * Time to teach concepts in-depth due to necessity and expectations that students must pass state assessment test. This does not allow time to allow students to investigate topics of interest with detail. * Scheduling that allows a campus to offer more advanced cores in the lower grades. * Dress Codes would improve student behavior   Student perspectives:   * Too much homework. – After-school activities such as school sports, outside sports, fine arts lessons do not work when the homework requires more hours than are left in a day. This includes the concept of teacher use of flipping where students are expected to complete preparation lessons prior to the class time. * No time during the school for self-study * Dress Codes inhibit individuality   Overall perspective:  More use of Bring Your Own Device philosophy. Studens want and need access to technology. Teachers depend on reliable access and state of the art equipment. |
| Professional Affiliations and Resources | 6.37 | 5 –year  Professional Development Plan | See attached professional development plan for 2013-2014 |
| Professional Library | 6.38 | Professional  Bibliography | See attached Professional Literature Bibliography [Appendix](#Referecnes) |

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**Periodical Resources:**

"Teaching Tolerance" – A project of the Southern Poverty Law Center

"TechEdge" – TCEA (Texas Computer Educators Association)

Week 5 Assignment, Part 4a: Mediator Report

1. Hi, we will be your mediators today? (Introduce yourselves)

Mediator Bonnie Reichert - Department chair for Science

2. Please introduce yourself. (May wish to shake hands)

Person 1 Ms. Erickson Person 2 Mr. George

3. Let us explain the purpose of mediation:

WE ARE NOT HERE TO JUDGE WHO IS GUILTY OR NOT.

WE ARE HERE TO LISTEN AND HELP YOU SOLVE THIS CONFLICT.

4. Before you begin, we need for everyone to agree to the following

ground rules: (each person must agree to each rule, one at a time – place an X when you look at each person, ask them to agree, and they say yes!)

Remain seated X X No put downs or intentional insults X X

Do not interrupt X X Agree to try to solve the problem X X

Be honest X X Keep it confidential X X

5. These are the steps in mediation that we will follow:

* You will each have an opportunity to tell your side of the conflict - what happened?
* We will make sure everyone understands the conflict, and each person's point of view.
* We will ask you to imagine the conflict from the other person's point of view.
* We will ask you to brainstorm suggestions on how to solve the conflict.
* If we can reach an agreement to resolve the conflict, you will be asked to sign a contract promising to keep your word and follow the agreement.
* If an agreement cannot be reached, the matter will be referred to the principal, superintendent, and/or school board

6. Who would like to go first, and tell us what happened? Remember, everyone will get a chance to tell his or her side. (Make eye contact with each person, listen and

repeat the story back to each person - for example, "So, I hear you saying . . ." or "In other words...you’re saying . . .").

Ms. Erickson – I have worked at this school for 5 years in the math department. I have led the 8th grade math curriculum. I always share my materials and help plan the sequence of lessons so the students in the different classes are in the same basic place. I have been trying to help Mr. George, who is a new teacher. He is very rude with me whenever I try to discuss upcoming lessons and tests. He doesn’t appear to want help even though he is a new teacher. I am not happy with the atmosphere he is creating by is rudeness with me in private or in front of students and other colleagues.

Mr. George – I really do appreciate the help Ms. Erickson has given me but I am a good teacher and I know what I’m teaching. She comes into my room anytime she wants to tell me, not ask me, about changes to the lessons and upcoming plans. In department meetings she ignores agreed on agenda items and dominates the discussion. I don’t feel welcome in the 8th grade Math Department. I was hired to teach math and I do that. I don’t need her always telling me how to teach. I need a collegue that I can go to when I have a question and then I expect a professional response. I do have a mentor but they haven't been very available to help or advise me.

Mediator-

So Ms. Erickson you are saying that Mr. George is not accepting your offered help and you resent his rudeness in his responses to you.

Mr. George you are saying that you are not treated like a teaching professional on the team and would like more input into the planning.

Is there anything else you would like to add?

* After each person's side is repeated, ask each person if he or she has anything else to add, and once again, restate or repeat each person's additional comments.
* Please identify any feelings that are clearly expressed, "So you're saying . . . and you are feeling angry about what happened," "Because of what you think happened, you are feeling frustrated, stressed, etc.”

7. Role reversal - Ask each person to pretend that he or she is in the other person's place, and ask them to tell how he or she would feel in the other person's shoes. For example, "If you were in her place, and this happened, how would you feel - if you were her?" Summarize the feelings of each person based on the role reversal.

Mediator –

I would like each one of you think about being in the other person's shoes. How would you feel based on the explanation that that was given about what you each feel the other is doing?

Ms. Erickson – I guess if I was the new person I might resent someone always trying to tell me what to do. As the new teacher I might actually have something new I could offer to the team but some members never give me the chance. This would be extremely frustrating. I also might feel a little defensive and wonder if I'm being judged as a new teacher who can't manage the classroom.

Mr. George - I would want to be as helpful as I can to new teachers. It’s not easy being the 'new kid on the block'. It would be tempting to want to manage their classroom for them so I could make sure they are successful. It’s also hard to accept changes and when a new colleague starts it’s not easy to deal with changes in styles and personality.

8. Brainstorm solutions – Look at each person and ask, “What can **you** do to try to resolve the conflict?” List or describe the solutions/suggestions made:

* Ms. Erickson’s Suggestions: I realize I have been a little too insistent on doing things my way. I will plan ahead times to meet with Mr. George. I will also work on learning how to ask questions and ask for suggestions since he really might have a better way of teaching new skills.
* Mr. George’s Suggestions: I want to be a team player and I will work on making sure I speak more professionally to Ms. Erickson. I will work on how to accept suggestions graciously and know that my final actions will be accepted.

9. Successful solutions – After each person has brainstormed suggestions to resolve the conflict, review each suggestion with each person and ask if he or she agrees with the suggestion. Please mark or note each suggestion both sides agree to follow.

10. Workable contract – Review all areas of agreement, and then ask each person if he or she believes the agreement will work, ask: Will this agreement work? Can you follow this contract?

Then complete the following:

* Ms. Erickson agrees to:
  + Plan meeting times with Mr. George
  + Ask for and try new ways of teaching skills
  + Acknowledge that Mr. George has an assigned mentor to advise Mr. George on teaching methods and classroom management.
  + Follow meeting agendas and allow equal speaking time
* Mr. George agrees to:
  + Speak more professionally to Ms. Erickson
  + Respect and accept suggestions about teaching methods.
  + Work more actively with the assigned mentor to address issues of teaching methods and classroom management.

11. Closing – Have each person read what he or she agrees to do, and ask if each has any questions about the agreement. If no questions are asked, or questions are answered to each person’s satisfaction, then have each person sign the contract below:

Ms. Erickson \_\_\_\_\_ \_ Mr. George Bonnie Reichert

Person #1 Person #2 Mediator

**Mediator Report**

In the space below, write your reflections on lessons learned from the Mock Mediation. Be sure to include the following:

* Describe the mediation process. How did the process work?
* Did the parties reach a mutual agreement to resolve the conflict? If not, what barriers prevented the resolution of the conflict?
* How might you be able to use this skill as a leader?

Mediation is a positive problem-solving process that can prevent conflicts and misunderstandings from becoming destructive to the teaching and learning process. The process encourages cooperation to arrive at resolutions to problems that create new goals and procedures to avoid the conflict in the future. It is also a process that requires confidentiality among all the parties. Some methods of conflict resolution in schools might have a solution or decision that becomes compulsory while mediation invites the parties to create their own solutions, and to take ownership for their actions. Mediation is a process that can be used across the whole school community.

Mediation works successfully when the individuals involved are satisfied with the agreed on resolutions. The parties accept the process was handled fairly and they were heard and understood. The resolution is reasonable for the situation. One primary goal of mediation is to have an improved relationship between both parties and they are able continue to develop a positive relationship in the future.

The steps to for mediation include the following:

1. Introduction to the mediation process
   1. All present are introduced
   2. Process is explained
   3. Set basic rules for all to agree to(Individuals should acknowledge with signatures)
      1. Remain Seated
      2. Do not interrupt
      3. Be honest
      4. No put downs or intentional insults
      5. Agree to find a resolution
      6. Keep it confidential
2. Both parties in the conflict are given the opportunity, without interruption, to present the issue(s) from their point of view.
   1. Questions to clarify come from the mediator
      1. Does everyone understand the conflict and each person’s point of view?
      2. Try to imagine the conflict from the other person’s point of view
      3. Brainstorm suggestions to solve the conflict
      4. Can you agree to a resolution if we can find one?
         1. If an agreement can’t be reached the issue will be referred to the following in this order: principal, superintendent, school board
3. Each side takes a turn with the mediator identifying any feelings that have been expressed
4. Each party is asked to put themselves in the other person’s place.
5. Brainstorm solutions – Get ideas and suggestions from both parties
   1. Review the suggestions and ask for mutual agreement on all suggestions.
   2. Note the suggestions as positive or negative.
6. Compose an agreement that both parties review and accept.
   1. All present review and sign the accepted resolution

In the scenario I presented between Ms. Erickson and Mr. George reached a reasonable solution. I think both parties just needed an opportunity to be heard with an impartial observer that could help them recognize and accept that they both had valid concerns but had not communicated their feelings successfully. As the mediator, I think it will be important to follow-up with both teachers to assure that things are going well. I also would make sure that Mr. George’s mentor is fully aware of the responsibilities of a mentor and how the mentor should be helping Mr. George. In this scenario it was important that the mediator was not the 'boss'. Both individuals have the opportunity to work out issues without involving the administrator.

An effective school leader has the ability to recognize when mediation is a good tool to resolve conflict. As the mediator, they should use a non-judgmental tone of voice and impartial body language to address the needs of the participants. They know how to ask questions and actively listen to the views of both parties in the conflict. They facilitate the parties to acknowledge and accept the feelings documented and finally they help the parties to frame positive solutions that are fair and reasonable. The process and ability to achieve successful mediation will take practice. As a school leader, I will search for opportunities to both observe the process and practice the process to become an effective school mediator.